

DOCUMENT RESUME

ED 415 874

IR 056 844

AUTHOR Stark, Dixie
TITLE Bitterroot Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
INSTITUTION Bitterroot Public Library, Hamilton, MT.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE 1993-00-00
NOTE 69p.
CONTRACT R167A20182
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Learning; *Adult Literacy; Adult Students; Family Programs; Federal Programs; Grants; Learning Disabilities; *Literacy Education; *Prisoners; Public Libraries; *Tutoring; *Volunteer Training
IDENTIFIERS Library Services and Construction Act

ABSTRACT

The Bitterroot Public Library (Hamilton, Montana) serves a county of 50,000-100,000 people. The Bitterroot Public Library conducted a project that involved recruitment, coalition building, public awareness, training, rural oriented, basic literacy, tutoring, employment oriented, intergenerational/family, and English as a Second Language (ESL) programs. The project targeted the learning disabled, inmates of correctional institutions, workers laid off from the logging industry, intergenerational/families, and people for whom English is a second language. Tutoring was done one-on-one and in small groups, using the LVA method. Twenty new tutors were trained, and 34 additional students were recruited for program services. Of the 47 program participants, 4 were incarcerated in the county jail, 3 were laid off from the lumber industry, and nearly half were referred by human or social service agencies. The project had a tremendous impact on the ongoing program to provide literacy services to adults in Ravalli County. Includes the jail tutoring policy, information on "Family of Readers" workshops, family literacy evaluation report and survey form, newspaper articles, and a student story published in "New Writers Voices." (SWC)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED 415 874

**Bitterroot Public Library, Final Performance Report
for Library Services and Construction Act (LSCA)
Title VI, Library Literacy Program**

IR056844

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ERIC "Yes"

IR

FINAL PERFORMANCE REPORT
for
LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM
(CFDA No. 84.167)

FY 1992

U.S. Department of Education
Office of Educational Research and Improvement

Library Programs

Washington, D.C. 20208-5571

Part I: General Information

1. ORGANIZATION RECEIVING GRANT:

Bitterroot Public Library

306 State Street

Hamilton, MT 59840 (406) 363-1670

2. PERSON PREPARING REPORT:

Dixie Stark, Literacy Coordinator

(406) 363-2900 or 363-1670

3. GRANT NUMBER (R167A20182)

4. LSCA GRANT FUNDS:	Grant Award	\$23,560
	Amount Spent	\$23,560

FY 1992 LSCA Final Performance Report

1

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project? (county)

☐ under 10,000
☐ between 10,000 - 25,000
☐ between 25,000 - 50,000
☒ between 50,000 - 100,000
☐ between 100,000-200,000
☐ over 200,000

2. What type of project was this? (Check as many as applicable)

☒ Recruitment	☐ Collection Development
☐ Retention	☒ Tutoring
☐ Space Renovation	☐ Computer Assisted
☒ Coalition Building	☐ Other Technology
☒ Public Awareness	☒ Employment Oriented
☒ Training	☒ Intergenerational/Family
☒ Rural Oriented	☒ English as a Second Language
☒ Basic Literacy	(ESL)
☐ Other (describe) _____	

3. Did you target a particular population? (Check as many as applicable)

☐ Homeless	☐ Homebound
☐ Hearing Impaired	☐ Seniors/Older Citizens
☐ Visually Impaired	☐ Migrant Workers
☒ Learning Disabled	☐ Indian Tribes
☐ Mentally Disabled	☒ Intergenerational/Families
☐ Workforce/Workplace	☒ English as a Second Language
☒ Inmates of Correctional Institutions	
☒ Other (describe) <u>workers laid off from the logging industry</u>	

4. If this project involved tutoring, what tutoring method was used?

☐ Laubach ☒ LVA ☐ Michigan Method
☐ Orton-Gillingham ☐ Other (describe)

5. If this project involved tutoring, how was it provided? (check as many as applicable)

☒ one-to-one tutoring ☒ small group instruction
☐ classroom instruction

- 6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? ☒ yes ☐ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

Students were assessed with either the Reading Evaluation and Adult Diagnostic (READ, LVA), the English as a Second Language Oral Assessment (ESLOA, LVA), the Tests of Adult Basic Education (TABE), or the GED Practice Tests. About half of our clients advanced at least one level, or met their goals. Three clients passed their GED, three gained at least one level in READ, and seven learned to speak English more clearly. Many clients move, disappear, or drop out without taking any exit exams. Some clients make obvious gains in reading or writing, but do not test higher.

- 6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? ☒ yes ☐ no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

Students and tutors work together to establish goals that are meaningful to the student. More than half of our students met their goals. Three passed the GED, two read their first book, one published a story, several got better jobs, four entered other education, and one passed a first aid course. One student who did not test higher than before has learned to read the newspaper more independently; others have learned to help and encourage their children.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

☐ bibliography	☐ resource directory
☐ curriculum guide	☒ evaluation report
☐ training manual	☒ survey
☐ public relations audiovisual	☐ newsletter(s)
☐ training audiovisual	☒ other (describe) Newspaper articles
☐ recruitment brochure	☒ Student published a story

p. 4

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 74

Of those served, how many received direct tutoring service? 47

How many hours of direct tutoring service did they receive? 1388

How many new volunteer tutors were trained? 20

How many current volunteer tutors received additional training? 36

How many volunteer tutors (total) were involved? 65

How many non-tutor volunteers were recruited? 7

How many service hours were provided by non-tutors? 890

How many librarians were oriented to literacy methods, materials, and students? 5

How many trainers of tutors were trained? 0

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.
2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.
3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.
4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.
5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

Part III: Narrative Report

1. COMPARISON OF ACCOMPLISHMENTS WITH GOALS AND OBJECTIVES:

Goals:

1. To provide one-on-one tutoring to any adult in Ravalli County who wants help with reading.
2. To aid in the reduction of prisoner recidivism by expanding program access to include inmates of Ravalli County Jail.
3. To encourage parents to read to their children by conducting Family Literacy Workshops.

Objectives:

1. Tutor training
 - a. Train 15 new tutors in LVA methods.
 - b. Present follow-up workshops to all tutors, including the 45 already in the Program.
2. Student Support
 - a. Recruit 20 new students.
 - b. Provide instruction to students referred by Human and Social Service Agencies.
3. Service to Ravalli County Jail
 - a. Provide tutoring to inmates.
 - b. Provide specialized LVA training to prepare tutors to serve these students.

4. Family Literacy Workshops

a. Recruit 25 families to participate Family of Readers workshops.

b. Provide service to HEAD-START Program parents.

SUMMARY OF GOALS VS. ACTUAL OUTCOMES

OBJECTIVE	GOAL	ACTUAL	% DIFFERENCE
Tutor Training	15	20	+ 33%
Inservice topics	4	4	
Inservice attendance	45	36	- 20%
Student Recruitment	20	34	+ 70%
Interagency referrals	YES	YES	
Jail Inmates tutored	YES	4	
Tutors for Jail	YES	6	
Family Lit. Parents	25	27	+ 8%
Head Start Parents	YES	16	

NARRATIVE COMPARISON OF GOALS AND ACTUAL ACCOMPLISHMENTS:

1. Tutor Training:

a. Twenty new tutors were trained during the project period.
This exceeds the stated objective by one third.

b. Inservice workshops on Tutoring Learning Disabled Adults, Process Writing with Adult Learners, Pre-GED Tutoring, or Tutoring the Incarcerated were attended by 36 tutors.

2. Student Support:

a. Thirty-four additional students were recruited for Program services; thirteen students continued their lessons. The success of collaboration with other agencies to connect with students helped us exceed our recruitment goal by 70%.

b. Of the forty-seven adults served during the project period, four were incarcerated in the county jail, three were laid off from the timber industry, and nearly half were referred by Human or Social service agencies.

3. Service to Ravalli County Jail:

a. A policy was drafted and approved for tutoring in the Ravalli County Jail. Four inmates received tutoring during the project period.

b. Six tutors received additional training in tutoring the incarcerated.

4. Family Literacy Workshops:

a. Twenty-seven parents from twenty-five families attended family literacy workshops in Hamilton, Stevensville, and Darby.

b. Two-thirds, or sixteen, of the families served had one child in Home Start or Head Start. The Literacy Coordinator spoke to parent groups at the three Head Start centers in Ravalli County.

5. Additional Activities:

a. The Literacy Coordinator was selected as one of eight professionals in the state of Montana to be part of the Master Corps of Literacy and Adult Basic Education (ABE) Professionals.

b. A student served by this project had one of his stories accepted for publication in NEW WRITER'S VOICES, published by LVA-NYC in May. The same student agreed to tell his story to the newspaper and have his picture published.

c. The Literacy Coordinator was invited to sit on the Montana Literacy Advisory Council, a group associated with the newly designated State Literacy Resource Center.

d. The Literacy Coordinator was selected to represent Montana literacy tutors at the Fourth National Adult Literacy Congress in Washington, DC, Sept. 17-20, 1993.

e. As per the approved budget change, a telephone and answering machine were purchased and a telephone line dedicated to literacy was installed in December, 1992.

f. Western movie star and singer Hoyt Axton recorded a radio advertisement encouraging people to use the library and the literacy program. The audio tape is part of our permanent resources for advertising.

2. COMPARISON OF PROPOSED AND ACTUAL EXPENDITURES

BUDGET CATEGORY	BUDGET AMOUNT	ACTUAL EXPENDITURE	DIFFERENCE
TOTAL	\$23,560	\$23,560	0
A. SALARY & WAGES	\$14,560	14,560	0
B. FRINGE COSTS	3,000	2,901	+ 99
C. TRAVEL	1,450	1,478	- 28
D. EQUIPMENT	0	0	0
E. SUPPLIES	300	485	- 185
F. CONTRACTUAL SERVICES	0	0	0
G. LIBRARY MATERIALS	340	340	0
H. OTHER **See below.	3,910	3,796	+ 114

**H. (OTHER) BREAKDOWN

LOCAL TRAVEL	750	730	+ 20
CONSULTANTS	400	350	+ 50
TELEPHONE	1,360	1,314	+ 46
ADVERTISING	500	502	- 2
MEMBERSHIPS	200	150	+ 50
<u>COPYING/PRINTING</u>	<u>700</u>	<u>750</u>	<u>- 50</u>
SUBTOTAL	3,910	3,796	+114

3. PROVIDE SPECIFIC DETAILS ABOUT THE ACTIVITIES UNDERTAKEN:

Tutors were trained in October and March at the Bitterroot Public Library in Hamilton by the Literacy Coordinator, who is a certified tutor trainer. Trainees received twenty hours of instruction in Literacy Volunteers of America methods. This training for basic reading tutors included lessons on language experience, phonics, word patterns, sight words, context clues, goal analysis, lesson planning, and an introduction to the library. The goal for new tutors was exceeded by 33%.

Tutor in-service workshops on Tutoring the Incarcerated and Tutoring Toward the GED were held June 24, 1993. Karen Shipley, Director of the Butte Literacy Program, and Don Berryman, President of the Butte Literacy Board, presented the workshops. Berryman has taught GED preparation courses at the Montana State Prison for 9 years. July 22, 1993, Rosalie Robson of the University of Montana presented a workshop on Process Writing. September 9, 1993, Mike Jakupcak of the Rural Institute on Disabilities presented a workshop on Tutoring the Learning Disabled Adult. Mike refused his fee and it was used to buy booklets for literacy tutors on helping these clients. The booklet is published by the Learning Disabilities Association of America, and is titled A Learning Disabilities Digest for Literacy Providers, and was purchased through the LVA Catalog.

Thirty-six tutors attended one or more of these workshops. This was less than the projected number of forty-five, partly

because of conflicts with the times workshops were scheduled. We have such a short summer in the mountains that it is not a good time to try to get tutors together. At the same time, it is easier to schedule presenters when they know the roads will be good. In the future, workshops will be spread over more of the year to encourage attendance.

The goal for student recruitment was exceeded by 70%, with thirty-four new students recruited and thirteen students continuing from the year before. About half of the students were referred by Human and Social Service agencies. The Literacy Coordinator attends monthly networking meetings of human, social, and educational service providers. These meetings have increased the number of referrals that actually connect with services. It is easier to make referrals to a person with a name and a face than to an agency.

To introduce literacy services in the jail, the Literacy Coordinator arranged an initial meeting with a County Commissioner, the County Sheriff, and the Head Jailer. After some discussion, the Literacy Coordinator drafted a Jail Tutoring Policy that was approved by the Literacy Board, and by the Sheriff. Several points were key to the agreement. Due to lack of space, we agreed that tutors would work with clients in the evenings in the Lawyer's conference room. Because this room cannot be observed, it was agreed that only prisoners without a record of violence would be eligible for tutoring. Inmates are required to write their requests, even for aspirin. If inmates

have difficulty writing simple words or sentences, the jailer checks their file. If they meet the criteria spelled out in the policy, the Head Jailer asks if they would agree to a visit from the Literacy Coordinator for an interview and assessment. (Jail Tutoring Policy attached to this report)

Although the initial number of inmates tutored during the project period was small, timing was critical for this project. Ravalli County is currently building a new correctional facility, and because this project helped us get our foot in the door, we will have space for literacy tutoring in the new jail. Our access to prisoners and our tutoring space will increase once the new jail is completed. Because this project established the communication channels necessary to serve clients in the jail, we were able to collaborate with the Hamilton Adult Basic Education Program to carry out a joint project from July 1993 through June 1994. The collaboration provides a computer, workbooks, assessment materials, and a few high interest books for tutoring in the jail. It also established a stronger link between Literacy Program services and Adult Basic Education.

Family Literacy Workshops were attended by 27 parents; sixteen of those had at least one child in Head Start or Home Start. Workshops were offered in Hamilton, Stevensville, and Darby. Parents received six hours of instruction on helping their pre-school children to become reading ready, and on communicating successfully with the school. Eight of the parents asked for more information about personal literacy tutoring.

Parents who attended the workshops registered their children's names and birth dates; we then mailed the children a book to keep on their birthday. The Head Start Program, the Montana Office of Public Instruction, and local donations covered the cost of these books. Parents are often motivated to seek help because they want to help their children. (See additional Sheet of information about the Family of Readers, attached.)

The Literacy Coordinator attended the LVA National Conference in Denver in November of 1992, and led a workshop titled, "Initiating Family Literacy Without Selling the Farm." The workshop was presented by three programs from Montana who have initiated family literacy projects in rural areas. The audience response was extremely positive, and several program directors went home and started programs of their own. It is essential that literacy providers learn to share information effectively so that we don't all end up reinventing the wheel.

The Literacy Coordinator applied for and was accepted to the Master Corps of Literacy and ABE Professionals. Eight people from around the state were selected for this special demonstration teacher training project. They met monthly in Bozeman to learn about topics selected by group consensus. The project also required each participant to complete an independent research project and write a paper about the results. The project selected by our Literacy Coordinator was to evaluate the effects of our Family Literacy Workshops, initiated in the fall of 1989. The evaluation report generated by that project is

attached to this report. The last pages of the evaluation are the survey form generated to question participants about the impact of the workshops on their family. Please note that this evaluation was not technically part of this LSCA Project, but it greatly enhances the project by providing an in-depth evaluation of a sponsored activity. The Master Corps Project Reports will be published in monograph form by the Montana Office of Public Instruction for distribution to other programs.

One of the students served by this project had an original story published in NEW WRITER'S VOICES in May of 1993. His story, titled "Dads Cry Too," described his feelings when his daughter graduated from eighth grade. This student had been told he could never learn to read and write, because of learning disabilities. He then shared his success story with the local newspaper. The story, with picture, dominated the front page the day after headlines reported the disturbing results of the National Adult Literacy Survey. A copy of the cover of the book, Billy's story (p. 32-33), and the newspaper article are attached to this report.

The acquisition of a telephone, answering machine, and phone line dedicated to literacy was an important part of this project. The Library had one phone line for three programs before this project added a line for literacy. Many clients do not have telephones, and it is essential that the Literacy Coordinator be able to complete lengthy intake interviews over the phone. This telephone is needed to keep track of our students and tutors.

4. DESCRIBE THE ROLE OF THE LIBRARY:

The Bitterroot Public Library played a substantial role in this project, and acted as a resource and a site for program headquarters. With this grant award, the Library provided the Literacy Coordinator to implement the project. The Library also provided a meeting room for tutor training, the VCR and TV necessary for tutor training, and the primary facility for tutoring. It provided office space, a fax machine, a copy machine, janitorial service, insurance, and utilities. It is fully handicapped accessible on both levels. During the project period, the Friends of the Library purchased a new copy machine (it was needed).

The library provided important staff support for this project, as well. The Head Librarian provided a tour of the library and a review of policies for tutor trainees. The Reference Librarian prepared monthly financial reports of grant expenditures for the Library Board. LSCA funds were paid directly to vendor through the Library billing system. The Library Board President attended Literacy Board Meetings to keep communication channels open. The Literacy Coordinator spoke to library volunteers about special needs of literacy students. Alert library staff and volunteers directed several clients to the program during the project period.

5. DESCRIBE THE NATURE OF THE ROLE OF OTHER ORGANIZATIONS:

The Bitterroot Public Library carried out this project in collaboration with Literacy Volunteers of America-Bitterroot (LVA-Bitterroot), a private non-profit educational corporation. The Bitterroot Public Library initiated LVA-Bitterroot in 1987. In 1992, LVA-Bitterroot incorporated and became a community organization housed in the library.

LVA-Bitterroot provided the volunteers and expertise to carry out the project. The Literacy Board worked to raise funds and in-kind resources for needs not covered by LSCA dollars. They increased public awareness about the issue and about what the literacy program is doing to reduce illiteracy.

The Literacy Coordinator attended monthly networking meetings of Human and Social Service providers to facilitate interagency referrals. The local Head Start Program and the Hamilton School District Adult Basic Education Program provided funds for Family Literacy Workshops. Numerous agencies referred students for services, especially the JOBS Program to help young welfare recipients gain job skills. One client was referred by Rural Employment Opportunities (REO); she got her GED and was placed in her first job outside the home.

6. PROVIDE NAMES AND LOCATIONS OF OTHER SITES:

The Bitterroot Public Library was the primary site for this project. Darby City Hall and the Darby Library, 301 Main Street, Darby, Montana, 59829, were used for student interviews and tutoring. The North Valley Library on Main Street in Stevensville was also used to interview clients and for occasional tutoring. These libraries do not have a private space for tutoring, so rooms at other locations were used for most tutoring. Tutors meet with clients in Volunteer Firehalls, Churches, Schools, and businesses throughout the county.

7. DESCRIBE THE IMPACT OF THE FEDERAL PROJECT ON THE PROGRAM:

This project has had a tremendous impact in the ongoing program to provide literacy services to adults in Ravalli County. Without funding for this project, literacy services could not have been provided to Ravalli County adults during the project period. Literacy Program services are provided free to students, and many people forget the investment required to provide these services. Much of the work is actually done by volunteers, but they need considerable support from the program. Volunteer tutors require help finding appropriate tutoring materials, someone to test clients to determine where to begin lessons, and emotional support. Tutoring is isolated work, especially when tutors and students are not meeting at a central location.

This project allowed literacy services to be provided to those incarcerated in the county jail. The county is currently building a new correctional facility; timing was critical so we could be included in the plans for the building. Space will always be tight; staff will always be overworked. Through this project, a Jail Tutoring Policy was developed and strong communication channels were built between the Literacy Program and the Jail Staff.

Basically, this project allowed the program to get one foot in the door at the brief moment when it was open a crack. The Montana Office of Public Instruction recognizes the critical need for tutoring in community corrections facilities, and has provided funds for equipment to enhance opportunities for inmates. This activity expanded the communication between the Literacy Program and the local Adult Basic Education program. Clients in both programs will receive better instruction and referrals as a result.

Also, this project provided an opportunity to share what we have learned in the design and implementation of our family literacy effort. The Literacy Coordinator presented at the national LVA Conference in Denver, and received excellent evaluations. It is cost effective to share new information as broadly as possible, and this information will impact rural programs around the county.

LIST OF ATTACHMENTS

1. JAIL TUTORING POLICY
2. INFORMATION ON FAMILY OF READERS WORKSHOPS
3. FAMILY LITERACY EVALUATION REPORT AND SURVEY FORM
4. NEWSPAPER ARTICLES
5. STUDENT STORY PUBLISHED IN NEW WRITERS VOICES

LVA-BITTERROOT POLICY: TUTORING IN RAVALLI COUNTY JAIL

1. Tutors must complete a minimum of 18 hours of training in adult literacy tutoring.

2. Tutors must provide date-of-birth and social security number to the Ravalli County Sheriff, consent to a back-ground check, and have a short interview with Sheriff Printz.

Note: It is understood that only minor traffic infractions will be overlooked; a conviction for Driving Under the Influence would disqualify a potential tutor. The background check looks only at any known police record of the prospective tutor (tickets and arrests).

3. Tutors must not carry anything in or out for inmates. Bring only textbooks and items needed. NO candy, gum, mail, etc. Tutoring materials will be given to the jailer to give to the student, not given directly to students.

4. Tutors will be subject to search by jail personnel.

Note: although tutors will not be routinely searched, they must give consent to be searched.

5. Tutors must not carry a pocket knife, or a metal ball point pen. Pencils or plastic pens with plastic tubes for ink are acceptable. No spiral notebooks, wire, or other metal objects will be allowed.

6. Tutors must bring everything they need. (Paperback dictionary, pencils, etc.) Tutoring materials are subject to review at any time. No inappropriate materials will be allowed.

7. The conference room will be available on a limited basis for tutoring. Lessons times will be scheduled through Gary Hawker. Until the new jail is completed, tutoring must take place in the conference room also used by lawyers. Evenings and Saturdays are the best times to schedule lessons.

8. Students in the jail will be recommended for services by the jailer. Inmates must make written requests for everything they want, so jail staff can identify potential students. The Ravalli County Sheriff will make the final decision on an individual basis, taking into account the potential for violence and risk to security.

9. The Literacy Coordinator and a trained tutor will assess each student to determine strengths and weaknesses, and to develop an individualized instructional strategy.

10. Tutors will receive 2 hours of orientation about tutoring in corrections. Orientation will remind tutors that soliciting stories about students convictions is inappropriate, and to focus on instruction. It will include some discussion of the tendency of inmates to manipulate.

INFORMATION ON FAMILY OF READERS (FOR) IN RAVALLI COUNTY

The mission of Literacy Volunteers of America-Bitterroot, Inc., is to provide free confidential tutoring to adults who want to read better. We know that inadequate reading skills and poor reading attitudes are often passed on in families. Because children learn so much of what they will ever learn by the time they are five years old, it is especially important to work with parents of pre-school children. The Family of Readers workshops are designed for these parents. The workshops are designed to accommodate the needs of parents at any literacy level, and to recruit parents for basic reading services.

Our primary goal is to help parents realize the important role they play in helping their children with reading readiness in particular, and education in general.

The workshops focus on parenting techniques and promoting reading readiness. While the parents do a hands-on project in each session, guided discussion stresses the importance of interaction between parents and children, and encourages parents to be positive with their children. Information on positive parenting is interspersed with discussion of how simple everyday activities can contribute to the development of reading readiness in early childhood. The workshops encourage parents to talk and read with their children every day, and to encourage older children to read to younger children.

Participants receive a learning kit containing books, a book to complete with their child, scissors, glue, construction paper, recipes and a list of easy and inexpensive activities to do at home with their children.

In addition to the learning kit, the workshops feature hands-on projects for the participants to take home and share with their children. Projects include flannel boards and storytelling, puppets, playdough, mobiles, puzzles, and how to make homemade books. We have about 25 easy projects that we display, talk about making, and use. The workshops cater to the immediate needs of parents of children of various ages. Some parents have used the list of projects to help older children make projects for their younger siblings.

Our ultimate goal as we develop the FOR workshops is to break the cycle of illiteracy by involving the entire family in reading activities. In any family where we can reach a parent, the whole family is affected. If we can help parents get involved in the educational experiences of their children before and after the children enter school, we can break the cycle.

May 25/1993
Dixie Stark, Literacy Coordinator

Evaluation of a Rural Family Literacy Program

Dixie S. Stark

Literacy Volunteers of America Bitterroot

July 23, 1993

FINAL REPORT

MASTER CORPS OF LITERACY AND ADULT BASIC EDUCATION PROFESSIONALS

This is a report of a project in evaluation of a rural family literacy program, an offshoot of a basic literacy tutoring program. The parent program, Literacy Volunteers of America (LVA) Bitterroot was formed in the fall of 1987 to provide free confidential literacy tutoring to those 16 and older in Ravalli County, Montana. Adult literacy students reported watching their children experience the same frustration in school that they once endured. LVA Bitterroot responded to student concerns and formed a team to investigate what sort of family literacy services could be provided. The Family of Readers (FOR) program was designed in the fall of 1989 with a \$500 grant from the Mountain Plains Adult Education Association. This program for parents of preschool children was a grassroots attempt to stop literacy deficits from being passed through generations. The workshop presenters encourage parents to read to their young children, help parents learn to communicate with the school, and recruit parents for basic literacy tutoring. See Appendix A for more information on the Family of Readers. Appendix B is a bibliography of resources used to design the workshops.

LVA Bitterroot serves a variety of individuals. Some are young mothers who need to pass the GED but cannot attend classes. Some are middle-aged males recently laid off from physical work who can't read at the third grade level. More than half of parents who attend family literacy workshops move within one year of attending. To avoid bill collectors, some do not leave a forwarding address.

We recruit basic literacy students into family literacy workshops and invite parents at workshops to take advantage of free tutoring services. Between 10% and 20% of parents at workshops asked about basic literacy services, and some received tutoring. This program empowers parents to help their children avoid reading problems and recruits basic literacy students with young children.

I facilitated some portion of every workshop so I am familiar with each family unit. Through these contacts, anecdotes provided evidence of positive impact on the family. However, it was clear that other data was needed as well. Competition for funding increased pressure to document program impacts. Initially, presenters used telephone surveys, but many of our target group of low-income and under-educated parents did not have telephones. In 1990, a simple form was developed to measure parent satisfaction with individual workshops. Appendix C is a sample of this form containing a compilation of 59 responses. What was needed was a broader program evaluation.

When I applied to be part of the Master Corps of Literacy and ABE Professionals, my primary goal was to conduct an evaluation of our family literacy program. For my project, I proposed to design an appropriate tool for measuring the cumulative impacts of four years of family literacy workshops. I planned to document what was or was not effective in the workshop format and to gather information for program improvement.

My desire to evaluate the Family of Readers program was intensified by the following quote. "Again, there is little evidence to date of program effectiveness because programs are new, some are unused to summative evaluation, and many are unable to afford evaluations even if the need was recognized" (Nickse, 1991, p. 2). However, I was convinced that our workshops made an impact on families. Acceptance into the Master Corps gave me the opportunity to research program evaluation and to document program impact in a summative form.

Four years of presenting literacy training for parents in rural communities of Ravalli County has illustrated that the benefits for children must be stressed when recruiting their parents. Curriculum must speak to the needs of parents and be flexible enough to adapt to groups with different needs. Because curriculum depends partially on parent involvement, the content of each workshop varies with the group of parents attending. Staton (1991) states, "It remains extraordinarily difficult to conduct impact or outcome evaluations on programs with such broad goals and highly variable treatments" (p. 21).

Several changes occurred during my research for this project. I initially planned to do a longitudinal study documenting primary effects (changes in parents) and secondary effects (changes in children). I planned to design an evaluation format that could be used with other programs. I learned in the process of doing this project that evaluation has to be tied to the process, not conducted as an afterthought. I also discovered

that we had been doing more evaluation of workshops than I realized. The program has grown and evolved, changing with the available funding and the shifting needs of parents. I found that evaluation is an ongoing process and must be appropriate to the goals of the program. An inappropriate evaluation can even damage the program it is attempting to measure. For example, an excessive paperwork burden would turn low-literate parents away from the workshops. Evaluators must be sensitive to data collecting procedures that negatively impact participants. According to Nickse (1991), "A ... danger is that, in a quest for data, programs distort their services or frighten away the very participants for whom services are developed" (p. 17).

As the focus of the evaluation narrowed, I planned to design an evaluation for our local family literacy program. I wanted to ask appropriate questions about workshop impacts without alienating parents. The telephone survey conducted for this report taught me a lot about how parents see **Family of Readers**. An added benefit to the process of calling parents was that two more parents requested a basic literacy tutor.

When I started this project, I wanted to do the impossible. In the process of research for this report, I not only discovered my plan was too ambitious, but I found out what type of evaluation was appropriate for the **Family of Readers**. Without the motivation of the Master Corps project, I would have probably given up after my unrealistic expectations were shattered.

Methods

Library Materials

My goal was to develop and apply an instrument to measure and evaluate the **Family of Readers** program. I began library research during the Master Corps seminar on current technology. At the Montana State University Library, I conducted a computerized search of the ERIC database restricted to articles more recent than 1990. The search used the descriptors family literacy and evaluation tied together. That search identified 15 documents containing a wealth of information.

Nickse (1990, p. 51) outlines a typology of family literacy programs, based on whether parents and children are served directly or indirectly (Appendix D, Table 1). The primary goal of **Family of Readers** is parent education and parents receive direct services while children receive indirect services. According to Nickse's typology, these characteristics define our program as Type 3. Nickse (1991) combines her typology with the outline for evaluation supplied by Weiss and Jacobs (1988) to demonstrate what levels of evaluation are appropriate for each program type (Appendix D, Tables 4 and 5).

The measurement tool designed for this study relied heavily on information from **Mechanics of Success for Families: An Illinois Family Literacy Report** (Illinois Literacy Resource Development Center, 1990, see Appendix D, Table 3B). Merriam (1988) explains the theoretical basis of case study research and provides detailed information on conducting interviews.

Good questions for the interview technique and information on tailoring an evaluation to a particular program were found in ERIC documents by Popp (1992) and Dolan (1992). **Family Literacy: An Annotated Bibliography and Selected Public Library Program Descriptions** by Stiles provides an excellent, and fairly exhaustive, annotated bibliography. Kerka (1991) discusses three issues which have implications for program design and evaluation: definitions of literacy, the type of literacy that should be taught, and the locus for change. She criticizes the "deficit" perspective that assumes the homes of low-income people are literacy impoverished.

Mentor

The provision for a mentor was important to the success of this project. As my mentor, Rosalie Robson, University of Montana, Missoula, provided valuable advice and support. The most critical aspect of having a mentor was to guard against language that might bias the results of the survey. For example, I wanted to ask parents a question that would measure change in attitude about the importance of reading to their children regularly. I knew that some parents reported that the workshops did not change how often they read to their children, but it did change how they felt about it. Some said they read every day to their children before and after the workshop, but that the workshops reinforced the importance of reading to children. One mother said she used to feel guilty about "just reading" to her kids and now she feels good about herself as a parent.

In developing the survey I started out with the question, "Did the workshops reinforce the importance of reading to your children regularly?" This question is clearly loaded to elicit a desired response. My next try was, "Did the workshop experience change how you feel about the importance of reading to your children regularly?" Finally, it was modified to ask, "Did the workshop change how you feel about reading to your children?" coupled with, "How often did you read to your children before the workshop? After the workshop?" Notice how the last version leaves out leading words like "importance" and "regularly," but asks for quantifiable information.

Results

Designing an appropriate measurement tool

Jacobs (1988) outlines five tiers of evaluation (Appendix D, Table 3A). Nickse (1991, p. 8) adapts these tiers, names them levels, and suggests that not all levels of evaluation are appropriate for all types of programs (Appendix D, Table 4). Level I has the purpose of pre-implementation or needs assessment, and asks the question, "Is there a need for family literacy services? Level II speaks to accountability and asks, "Who are we serving, and what services are we providing? Level III is for the purpose of program clarification and asks, "Can we do a better job serving our program participants?" Level IV asks, "Are participants making progress?" Level V evaluation looks at program impacts by asking, "What are the long-term effects of program participation?"

Nickse (1991, p. 11) charts program types against levels of assessment and suggests that a Type 3 program will be possible to evaluate at Levels I-III, and maybe at Level IV (Appendix D, Tables 4 and 5). Evaluation at Level V is not likely for a Type 3 program. A Level V evaluation of a Type 3 program was what I initially planned to do. Based on the new information, I rearranged my plan and continued to work on an appropriate evaluation.

The Needs Assessment (Level I) preceding the start-up of **Family of Readers** relied on two factors. First, LVA-Bitterroot is a student centered program where the expressed needs of our adult literacy students weigh heavily on program decisions. Students reported that their children were slipping behind in school and the parents lacked the skills to help the children, or to ask the school for extra help for them. Second, we talked with kindergarten, first grade, and Head Start teachers and asked if children entering school exhibited the appropriate reading readiness skills. We heard stories of children entering first grade without knowing that we read from left to right, and of many children who seemed unfamiliar with books. Educators reported a definite need, and parents agreed.

We decided to design a program for parents of preschool children targeting low-income and low-literate parents. Although we do not collect direct data from parents on income or educational level, we track whether they have a child in Head Start or they ask for literacy tutoring. Eighty percent of

parents are referred through Head Start, Home Start, and the Women, Infant and Children (WIC) Nutrition Program, which establish eligibility on the basis of income.

The **Family of Readers** consists of two workshops of three hours each, which seek to remind parents that they are their child's first and most important teachers, and that there are simple things they can do to help their children become reading ready. We help parents learn how to talk to the child's teacher, and stress that education is most effective if parents act as partners with the school. We make projects at the workshops, discuss reading readiness and how we learn, and display 20 simple projects they can do at home with their children. We provide learning kits with child-safe scissors, glue, paper, crayons, coloring books from the Forest Service and the Post Office, stickers and note pads. The survey asks about popularity of those items, and if there is anything parents would like to see added or removed. Parents provide names and birthdates for their children and a birthday book is mailed to each child.

Development of a measurement instrument appropriate for a program requires an understanding of the program's goals. Our goals are fairly global within the context of the family and we cannot pretend all family changes are the result workshop attendance. While we can ask parents if they read to their kids more or talk to them differently, we cannot establish a causal relationship simply because variables are correlated.

More specific goals are easier to measure and we can count

numbers and percentages of parents who ask for basic literacy tutoring, or number of parents who got a library card or made a puppet, or the number of parents referred from a specific source. The questionnaire developed addresses evaluation at three levels: Level II-Accountability or program documentation, Level III-Formative evaluation or program clarification, and Level IV-Progress toward objectives.

Compilation of data collected on the workshop evaluation form was one step in the process. The second step was to create the interview format for the survey (Appendix C). The format is designed so that the first page can be completed from program records and coded with an identification number. The next three pages are coded by number, as well, so that parent responses are not on a sheet which identifies them by name.

Survey Results

I contacted 20 families by telephone and interviewed parents from three Ravalli County communities. The survey took approximately 30 minutes per person to conduct. Eleven parents from Darby, four from Stevensville, and five from Hamilton were surveyed. At least one parent from each workshop was interviewed. Seventy-eight parents have attended workshops through the past four years; seven of these were fathers. Attendance has been highest in Darby each year.

These twenty families have 61 children. Nine families have a child in Head Start, one has a child in Home Start, and two

have a child in special needs preschool. Seven of these twenty families, or thirty-five percent, had one parent ask for personal tutoring. Four have not met with tutors, two lack time and two have just asked for help.

Statistical Results:

Note: Percentages may add up to more than 100% because parents were allowed to make more than one response. For example, a parent may have been recruited through WIC and Head Start.

Section 3-Recruitment Questions:

a. How did you hear about the program?

Head Start 55%, WIC 15%, Parenting Class 10%, Special Needs pre-school Parent Meetings 10%, Home Start 5%, Friend 5%, Newspaper 5%

b. What interested you enough to get you there?

learn to help kids like/learn to read 45%,
making things/crafts 25%
free books/scholarships 25%
to learn to help learning disabled children 15%
presentation 10%

c. Would you recommend FOR to your friends?

All twenty parents interviewed said yes, and several had recruited friends. When asked, "Why?" answers included Fun/Free 45%, Interesting 15%, Way to get kids to read 10%, Positive ideas 10%, Time with parents 10%, Neat Program 5%,

Good kid's books 5%, and Positive suggestions to encourage parents 5%.

Section 4-Workshop Activities:

- a. What group activities did we do at the workshops you attended? Thirty-five puppets and six other projects were constructed at the workshops.

Puppet:	Moose sock	<u>3</u>
	Caterpillar sock	<u>18</u>
	Farmer glove	<u>8</u>
	Cowboy glove	<u>5</u>
	Snake	<u>1</u>
Other:	Playdough	<u>4</u>
	Mobiles	<u>1</u>
	Home-made book	<u>1</u>

- b. Which activities did you use with your children at home?
- Puppets were used in 15 families, All About Me books were completed in 14 families, five made the Nutrition Train, three made playdough, one or two made the weather dial, mobiles, paper plates, sewing cards, magazine cutting, and sound canisters.
- Fourteen families reported the puppets as their favorite activity, four preferred the All About Me book, and two loved the nutrition train.

Section 5-Workshop Impact:

- a. Did the workshop experience change how you feel about reading to your children? If yes, how?
Eight parents said no, they already knew it was important. Ten said yes, it reinforced the importance. Two said yes, it changed things. One said she thought the school would just take care of it, and one said she thought reading to kids was just entertainment.
- b. How often did you read to your kids?
Nine parents read to children nightly, and there was no change after the workshop. Eight families increased the frequency of reading, and three reported staying about the same. Parents who read to their children each night said that the workshops made it more fun, that they read more books, and that family reading time was more interesting after the workshops.
- c. Did you have a library card before?
Eleven families said yes. Of the nine families that said no, seven have gotten their library cards since the workshop.
- d. Do you have one now? 18 yes; two, no
Which library?
Hamilton 11 Stevensville 4 Darby 5
- e. How often do you use the library?
Seldom-9, Monthly-2, Two weeks-2, Weekly-3, Just got card-1

- f. Do your children use the books from the workshop?
All twenty parents responded yes; several raved about how good the books were.
- g. Do your children use their birthday books?
This question was not applicable to five families because no birthdays have taken place yet. The other fifteen said yes, some commented that books were age appropriate, and the children were thrilled to get something in the mail.
- h. Did the book come near their birthday?
In four cases this question was not applicable, in eleven cases the answer was no, and in ten cases the answer was yes. Most of the delayed birthday books fall within a six week period when we ordered books. These responses indicate a need for improvement in this area.
- i. Did the workshops change the way you talk to your children?
No, responded eight parents, although two said workshops reinforced what they already felt. Yes, twelve parents reported changes. They felt communication with their children was more positive and calm and that they were more patient with their children.
- j. Have you been able to talk more easily with your child's teacher? If yes____
Not Applicable, three. No, I was always able to talk with them, six. Yes, eleven.

- k. What things have you learned in the workshops which helped you talk to the teacher?

Parents said they learned not to get defensive, not to give up, and that teachers are people, too. Parents reported an increased ability to work with the teacher for the child's benefit and said the workshop helped them feel okay about sharing their feelings with their child's teacher.

- l. Did you see any changes in your school-age children after the workshop?

Twelve parents said yes, they saw greater reading interest, improved grades, increased love of learning, increased interest in books. Six said this question is not applicable, and two said no, because their kids always did well.

- i. Can you think of anything else that changed after you came to the Family of Readers workshops?

I'd never have thought of puppets. I had something else to do with children. Library use increased. The kids wanted to do more activities. We did more crafts in spite of the mess. I learned about the literacy program. I understand more how important it is to read. My concern for other parents was enhanced.

- n. From the learning kit, what got used most?

Scissors, glue, paper, coloring books, All About Me book, everything, crayons, playdough, and handouts.

- o. Is there anything you would like to see added to the learning kit or taken out?

Added, Crayons, finger paints, tape. Taken out, nothing.

Note: Crayons were added last year and finger paint will be added this year.

Section 6-Education:

- a. How far did you go in school?

Eight did not graduate high school. Six graduated high school, and seven attended some college.

Note: Six of those who have attended some college had a child in Head Start or special needs pre-school. Parents who move less often are more likely to be included in this survey which may have skewed these results.

- b. Did you ask for personal literacy tutoring?

Seven parents asked for help.

- c. Were you satisfied with the help you got?

Two parents just asked for help. Two are too busy to study at this time, and three are meeting with a tutor. I was reluctant to ask parents about their educational level in this survey, but through asking this question two parents were recruited for tutoring.

Section 7-Wrapping up:

- a. How important was the child care? the sandwiches?

The free child care was essential for nine parents, very important to six more, and not applicable to five parents.

Parents reported that the sandwiches were very nice.

- b. Did you have other needs that were not addressed?

What were they?

Two parents said yes, dealing with a teenager.

- c. In order to continue developing our program, do you have any further comments or suggestions?

Three parents would like to see more people come, and four want to see more workshops. Comments included: recruit beyond Head Start, reach a broader group, continue to work to attract a high risk population. Everything was so positive. It was good to get together with other parents. Keep up the good work. Wonderful presenters. Two parents offered to volunteer to help put on future workshops.

Conclusion

This project applies to my job in important ways. A better understanding of the process of evaluation has helped me understand how to look at various components of the program. Evaluating our family literacy effort reminded me of the importance of continuous data collection. The project afforded me the opportunity to survey parents who attended Family of Readers workshops and confirm that changes have occurred in their families. Data collected will affect the future design of the workshops.

I chose this project to learn about the evaluation process hands-on. I would not have learned half as much if this had been a strict library research project to develop a measurement

instrument. Much of the learning experience came from refining the effort as the measurement instrument was applied. I also could not have conducted an appropriate evaluation without information from the library research.

As I puzzled over how to measure the impact of *Family of Readers*, I was reminded of measurement and significance of results. I once heard a teacher explain significant figures with a highway sign. He asked us if it was 73 miles to Miles City from the sign, and we backed up two yards, would it be 73 miles, two yards to Miles City? Then he took the class into the laboratory and had us measure ingredients for experiments, and insisted that our results not have more significant digits than the most inaccurate measurement of the process.

What I really wanted was to prove that the workshops had transformed whole families. During interviews for this evaluation, parents reported that other factors had been involved. When I asked if they talked to their children differently after the workshop some parents said, yes, but maybe it was more because of a parenting class they attended at about the same time. When asked if it was easier to talk to their child's teacher one commented, yes, but that it was because her son was recently diagnosed with Attention Deficit Disorder (ADD). Our workshops do not occur in a vacuum, and we cannot claim to be the reason a child's grades increased.

This survey would be more effective if conducted 6-12 months after workshops are completed. Many of the parents move as they

struggle to find employment and affordable housing. If done within one year, the parents could be reminded to notify the program if they move so that the birthday books can be mailed to their children.

I learned that if a Level V evaluation is done on our program, it would be a case study review. Merriam (1988) suggests that experienced interviewers are more capable of handling case study techniques. I am interested in doing a case study in the future. Parents vary so much in their needs and abilities that I do not see how to chose a typical case. One nineteen year old mother who attended the workshops had become pregnant at the age of 16 when raped by her uncle. She requested help to get her GED. Not only did she pass the exam, but her self esteem was elevated to the point where she stopped choosing male partners who were physically violent. She has moved a half dozen times in the past two years, and could not be reached for this survey. I know that she and her son will have a better life because she attended the program, but she cannot be called a typical student. I still don't see any way to measure the excitement in her voice when she called me and told me she passed the test. She was shaking so hard she could hardly talk. I have to conclude that a combination of statistics and heartrending stories provides the best picture of what family literacy is all about.

REFERENCES

Dolan, L.J. (1992, April). Project self help: A first year evaluation of a family literacy program. Report No. 8. Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools and Children's Learning. (ERIC Document Reproduction Service No. ED 343 716).

Illinois Literacy Resource Center. (1990). The mechanics of success for families: An Illinois family literacy report. Rantoul, IL: Illinois Literacy Resource Center. (ERIC Document Reproduction Service No. ED 337 052).

Jacobs, F. (1990). The five-tiered approach to evaluation: context and implementation. In Weiss, H. and Jacobs, F. (Eds.), Evaluating family literacy programs (pp. 37-69). Hawthorne, NY: Aldyne de Gruyter.

Merriam, S.B. (1988). Case study research in education; A qualitative approach. San Francisco: Jossey-Bass.

Nickse, R.S. (1991, April). A typology of family and intergenerational programs: Implications for evaluation. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, (ERIC Document Reproduction Service No. ED 333 166).

Nickse, R.S. (1990). Family and intergenerational literacy programs: An update on the noises of literacy. ERIC Clearinghouse for Adult, Career, and Vocational Education. Center on Education and Training for Employment. Columbus, OH: Ohio State University.

Popp, R.J. (1991). Family portfolios: Documenting change in parent-child relationships. Louisville, KY: National Center for Family Literacy. (ERIC Document Reproduction Service No. ED 342 819).

Staton, J., Ooms, T., and Owen, T. (Oct. 1991) Family resource, support, and parent education programs: The power of a preventative approach. Family Impact Seminar: Washington, D.C. (ERIC Document Reproduction Service No. ED 345 850).

Stiles, R.E., (1991) Family literacy: An annotated bibliography and selected public library program descriptions. Masters thesis. North Carolina University, Chapel Hill, NC. (ERIC Document Reproduction Service No. ED 332 731).

Weiss, H. and Jacobs, F. (Eds.). (1988) Evaluating family programs. Hawthorne, NY: Aldyne de Gruyter.

Appendix A
INFORMATION ON FAMILY OF READERS (FOR) IN RAVALLI COUNTY

The mission of Literacy Volunteers of America-Bitterroot is to provide free confidential tutoring to adults who want to read better. We know that inadequate reading skills and poor reading attitudes are often passed on in families. Because children learn so much of what they will ever learn by the time they are five years old, it is especially important to work with parents of pre-school children. The Family of Readers workshops are designed for these parents. The workshops are flexible enough to accommodate the needs of parents of any literacy level, and they help us recruit parents into the basic reading program.

Our primary goal is to help parents realize the important role they play in helping their children with reading readiness in particular, and education in general.

The workshops focus on parenting techniques and promoting reading readiness. While the parents do a hands-on project in each session, guided discussion stresses the importance of interaction between parents and children, and encourages parents to be positive with their children. Information on positive parenting is interspersed with discussion of how simple everyday activities can contribute to the development of reading readiness in early childhood. The workshops encourage parents to talk and read with their children every day, and to encourage older children to read to younger children.

Participants get a learning kit containing books, a book to complete with their child, scissors, glue, yarn, a blunt needle, construction paper, recipes and a list of easy and inexpensive activities to do at home with their children.

In addition to the learning kit, the workshops feature hands-on projects for the participants to take home and share with their children. Projects include flannel boards and storytelling, puppets, playdough, mobiles, puzzles, and how to make homemade books. We have about 25 easy projects that we display, talk about making, and use. The workshops cater to the immediate needs of parents of children birth to eight. Some parents have used the list of projects to help older children make projects for their younger siblings.

Our ultimate goal as we develop the FOR workshops is to break the cycle of illiteracy by involving the entire family in reading activities. In any family where we can reach a parent, the whole family is affected. If we can help parents get involved in the educational experiences of their children before and after the children enter school, we can break the cycle. This process often encourages parents to seek additional education for themselves.

FAMILY OF READERS EVALUATION

Presenters: Dixie Stark, Michele Manning, Dottie Walker

Date 1991-1993

Activity Various. Compilation of 59 forms.

Using a scale of 1 to 5, rate the following. One is Yes or Agree,
5 is No or Disagree.

	YES 1	2	MAYBE 3	4	NO 5
1. Activity was presented clearly.	56	3			
2. Presentation was fun and interesting.	58	1			
3. Activity will be useful to me.	51	8			
4. I found group discussion helpful.	52	6	1		
5. Presenter knew subject matter.	59				
6. Room was comfortable.	52	6			
If you have used the activity at home:					
7. Did your children enjoy it?	18		7		
8. Did you enjoy it?	34	3			

1. The thing or things I found most helpful:
Learning to help kids love to read/learn. Talking with other parents. Everything. Learning different activities to develop motor skills. Different ideas to help learning be more fun. Suggestions of things to make at home with kids. Making puppets. Discussion about praise and encouragement.
2. The thing or things I found least helpful:
Anything below age four. (parents with only older children did not care about what to do with babies.
Sewing. (three people made this comment)
3. I wish we had spent more time discussing:
Memories from childhood. Older children. What is the best time to work with your children. More ways to get the kids to read. How to be a happy parent.

Additional comments:

Enjoyed free books. Loved hearing books read aloud. Puppets were a blast. I wish these classes happened more often. It is a great program. At home projects need better pictures/instructions. I wish my parents could or would have been part of this when I was a child. (exactly as written.) My kids love storytime now.

"Activities to strengthen reading at home," by Dorothy Rich, pp. 43-49, Instructor, Oct. 1988.

Choosing Books for Kids: Choosing the Right Book for the Right Child at the Right Time, by Joanne F. Oppenheim, Barbara Brenner, Betty D. Boegehold. Ballantine Books, New York: Bank Street College of Education, 1986.

"The Development of Self-Concept," by Hermine H. Marshall, pp. 44-51, Young Children, July 1989.

Families Writing, by Peter R Stillman, Writers Digest Books, Cincinnati, Ohio. 1989.

Family and Intergenerational Literacy Programs: An Update of "The Noises of Literacy", by Ruth Nickse, ERIC #342, 1990.

Family Literacy in Action: A Survey of Successful Programs, Edited by M. Conlon McIvor, Editor, foreward by Ruth Nickse, Ph.D., New Readers Press, Syracuse, New York, 1990.

"HOW TO RAISE A SELF-CONFIDENT CHILD," (clipping) from Eleanor E. Maccoby, author of Social Development, Psychological Growth and the Parent-Child Relationship (Harcourt-Brace, 1980).

"I can read! Predictable books as resources for reading and writing instruction," by Lynn K. Rhodes, pp. 511-518, The Reading Teacher, Feb. 1981.

"Jim Trelease speaks on reading aloud to children," by Jim Trelease, pp. 200-206, The Reading Teacher, Dec. 1989.

LAYING THE FOUNDATIONS: A Parent-Child Literacy Training Kit, by Janet Brown, Marcia Harrington, and Mike Fox, edited by Catherine Baker. Washington, DC: PLAN, Inc. 1988.

Learning All the Time, by John Holt. Addison-Wesley Publishing Co., Inc., New York: A Merloyd Lawrence Book, 1989.

"Nurturing Success," by Patricia H. Berne, with Eve Berne, pp. 33-54, Scholastic PRE-K Today, Aug/Sept. 1988.

"PRAISE OR ENCOURAGEMENT? New Insights Into Praise: Implications for Early Childhood Teachers," by Randy Hitz and Amy Driscoll, pp. 6-18, Young Children, July 1988.

The Read-Aloud Handbook, by Jim Trelease. Penguin Books, New York: Revised ed., 1985.

Reading With Children: A Handbook for Literacy Tutors, by Lester L. Laminack, Ed.D. Syracuse, New York: Literacy Volunteers of America, Inc., 1989.

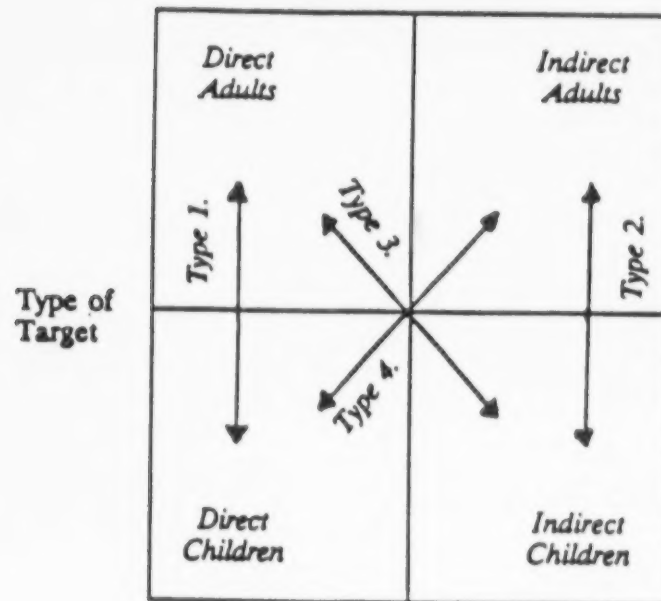
The RIF* Guide to Encouraging Young Readers (*Reading is Fundamental), edited by Ruth Graves. Doubleday, New York: Reading is Fundamental, Inc., 1987.

Appendix D

TABLE 1

Typology of Family and Intergenerational Literacy Programs

Type of Intervention



Nickse, R.S. Family and Intergenerational Literacy Programs: An Update of the "Noises of Literacy." ERIC Clearinghouse on Adult, Career, and Vocational Education Columbus, OH.:Ohio State University 1990.

TABLE 2
Typology for Family and Intergenerational Literacy Programs
A Summary of Features*

Type	Examples of Features	Examples of Concerns	Examples
Type 1 Parent/ Child	Goal is positive, longterm family intervention • parent/child; parent; child; activities • intense, frequent participation • highly structured; formal instruction • integrated curriculum • direct instruction; dual curriculum • ECE/ABE staff team • monitored attendance • dedicated site • long-term intervention	• high time commitment necessary • retention in program • facilities for ECE/ABE together • transportation for families • child care for infants, toddlers • high degree of collaboration • substantial costs to initiate and maintain	• Parental Child Education (PACE, KY) • Kenan Trust (NC; 27 states) • Even Start Programs
Type 2 Adult/ Child	Goal is supplementary, for skill building and enjoyment • non-related adults and children • lower level of intensity, participation • less structured; more informal • weekends, after school programs • collaborations (none to many) • adapted sites • short-term intervention	• no formal, sustained literacy instruction • less intensive participation • less parent/child interaction • parttime staffing • short term programs • costs to initiate and maintain	• Family Intergenerational English Literacy (FIEL, TX) • Stride Rite (MA) • Marin County Library (CA) • Carnegie Library (PA) • Nissan (CA)
Type 3 Adult Alone	Goal is parent education • parents/adults alone - children present infrequently, or not at all • workshop formats; low intensity • peer instruction and practise • "portable" curriculum • parent networking • short-term intervention	• no supervised parent/child interaction • parttime staffing; consultants • parent reports of programs' success • developmentally inappropriate activities may be used by parents • costs to initiate and maintain	• Parents Reading Program (NY; plus) • Linking Home and Work (NY; plus) • Family English Literacy Programs
Type 4 Child Alone	Goal is supplementary school related literacy improvement for children • school-based children, at-home parents • school-linked program • teacher supervised • take-home materials for children • short-term intervention	• parents receive no literacy instruction for themselves • parent may not provide support at home for child • parent may not participate in workshops, rallies	• Chrysler Corp/RIF • Books and Beyond (CA) • Literacy Curriculum Connection (MA)

TABLE 3B

Summary of Evaluation Plan for Family Literacy Programs

Purpose of Evaluation	Audiences	Strategies/Tasks	Types of Data to Collect/Analyze	Dissemination of Findings	Program Planning
LEVEL I — Needs Assessment (Preimplementation) To document the need for services	Funding agencies, citizens, potential participants	Define target population, describe services and benefits	Local demographics, review press coverage, interviews, qualitative/quantitative	Summary report of key findings to agencies, community leaders, press	Change program plan based on results of needs assessment
LEVEL II — Accountability (Program Documentation) To determine who is receiving services and what services are provided	Funding agencies, program providers, participants	Determine number of individuals served, portion of population served, what services are used	Count individuals being served, collect and examine data on participant characteristics, review case records of service usage	Formal presentations to staff, funding agencies, press	If targeted population is not served, change target or recruiting
LEVEL III — Formative Evaluation (Program Clarification) To improve services to participants	Staff members, program participants, funding agencies, other program providers	Determine participant satisfaction	Develop questionnaires regarding client satisfaction, personal interviews, phone calls	Staff meetings, participant meetings	Change services based on results
LEVEL IV — Program Progress (Progress toward Objectives) To determine if participants are making progress	Funding agencies, community, program providers, external review committee	Document participant progress	Construct surveys, content analyses of program records, standardized instruments, interviews	Formal report, presentations at local, state, and national conferences	Modify evaluation plan to better represent client progress
LEVEL V — Program Impact To determine long term effects of program participation	Program providers, participants, external reviewers	Determine best treatment effects, long-term effects	Collect longitudinal data on changes in participants, compare the effects of different treatments	To program providers, local, state, federal agencies, researchers	Recommend specific treatment for greater impact

Illinois Literacy Resource Center, The Mechanics of Success: An Illinois Family Literacy Report. Rantoul, IL: Illinois Literacy Resource Center, 1990.

Table 3A
Levels of Evaluation - Basic Research Questions*

Level/Tier	Purpose	Research Questions
Level I	Pre-Implementation needs assessment	Is there a need for family/intergenerational literacy services?
Level II	Accountability	Who are we serving, and what services are we providing?
Level III	Program Clarification	How can we do better job serving our program participants?
Level IV	Participants' Progress	Are participants making progress?
Level V	Program Impacts	What are the long-term effects of program participation?

*Adapted from Jacobs, F. (1988)

TABLE 4
Possibilities for Evaluation of Program Types 1 - 4 at Five Levels

Type of Program	Need's Assessment Level 1	Accountability Level 2	Process Clarification Level 3	Participant Progress Level 4	Program Impact Level 5
Type 1 Parent/Child Together	Yes	Yes	Yes	Yes	Yes
Type 2 Adult/Child Together	Yes	Yes	Yes	Maybe	Not Likely
Type 3 Parent Alone	Yes	Yes	Yes	Maybe	Not Likely
Type 4 Child Alone	Yes	Yes	Yes	Maybe	Not Likely

TABLE 5
Suggested Measurement Domains for Family Literacy Program Types 1 - 4

Generic Type	Need's Assessment Level 1	Accountability Level 2	Process Clarification Level 3	Participant Progress Level 4	Program Impact Level 5
Type 1 Parent/Child (Family Literacy)	• demographic information • program design/context	• implementation, process and inputs • family characteristics/ support, resources • parenting behaviors, attitudes	• participant satisfaction • parent/personal characteristics • child/personal characteristics	• short-term effects • literacy skills, environments, attitudes, behavior	• program outcomes • long-term effects - parent/child interactions - literacy skills, attitudes, behavior - parenting behaviors and attitudes - parent's personal characteristics - family characteristics - parent/child achievements - children's achievements
Type 2 Adult/Child (Intergenerational Literacy)	• demographic information • program design/context	• implementation, process, and inputs	• participant satisfaction	Maybe	No
Type 3 Adult Alone (Parent Literacy)	• demographic information • program design/context	• implementation, process, and inputs • family characteristics, support, resources • parenting behaviors, attitudes	• participant satisfaction	Maybe	No
Type 4 Child Alone (Child Literacy)	• demographic information • program design/context	• implementation, process, and inputs	• participant satisfaction	Maybe	No

Appendix E

Survey Form/Family of Readers

Identification number _____

Section 1. To be done from intake form:

- a. Name _____ Phone _____
- b. Gender _____
- c. Address _____
- d. Address _____
- e. Children Gender/Age/Other
 - 1
 - 2
 - 3
 - 4
 - 5

Section 2. from PROGRAM RECORDS:

- a. Attended Spring _____ Year _____
 - Fall _____
 - Winter _____
- b. Child in Head Start _____
 - Home Start _____
 - Special Pre-school _____
- c. Did parent request tutoring?
- d. If Yes, duration/progress?

ID Code _____

Hello. This is _____ at the literacy program. I am calling people who attended the Family of Readers Workshops because we are doing some follow-up on what ways the program was helpful or not helpful. Would you be willing to answer some questions? Is there a better time for me to call? All answers will be kept confidential, and you don't have to answer any question you don't want to.

Section 1 and 2, page one, from program records.

Section 3-Recruitment Questions:

- a. How did you hear about the program?
- b. What interested you enough to get you there?
- c. Would you recommend FOR to your friends?
 Yes_____ Why?
 No_____ Why not?

Section 4-Workshop Activities:

- a. What group activities did we do at the workshops you attended?

Puppet:	Moose sock	_____
	Caterpillar sock	_____
	Farmer glove	_____
	Cowboy glove	_____
Other:	Playdough	_____
	Flannel Board	_____

- b. Which activities did you use with your children at home?

Favorites?

- m. Can you think of anything else that changed after you came to the **Family of Readers** workshops?
- n. From the learning kit, what got used most? least?
- o. Is there anything you would like to see added to the learning kit or taken out?

Section 6-Education:

- a. How far did you go in school?
- b. Did you ask for personal literacy tutoring?
help with the GED?
- c. Were you satisfied with the help you got?
What would have made you more satisfied?

Section 7-Wrapping up:

- a. How important was the child care?
sandwiches?
- b. Did you have other needs that were not addressed?
What were they?
- c. In order to continue developing our program, do you have any further comments or suggestions?

Everything Goes" turns to stage

See page 2

Today's weather

Mostly sunny

high . . . 85

low . . . 56

See page 4 for details

Republic

MONDAY, JUNE 21, 1993

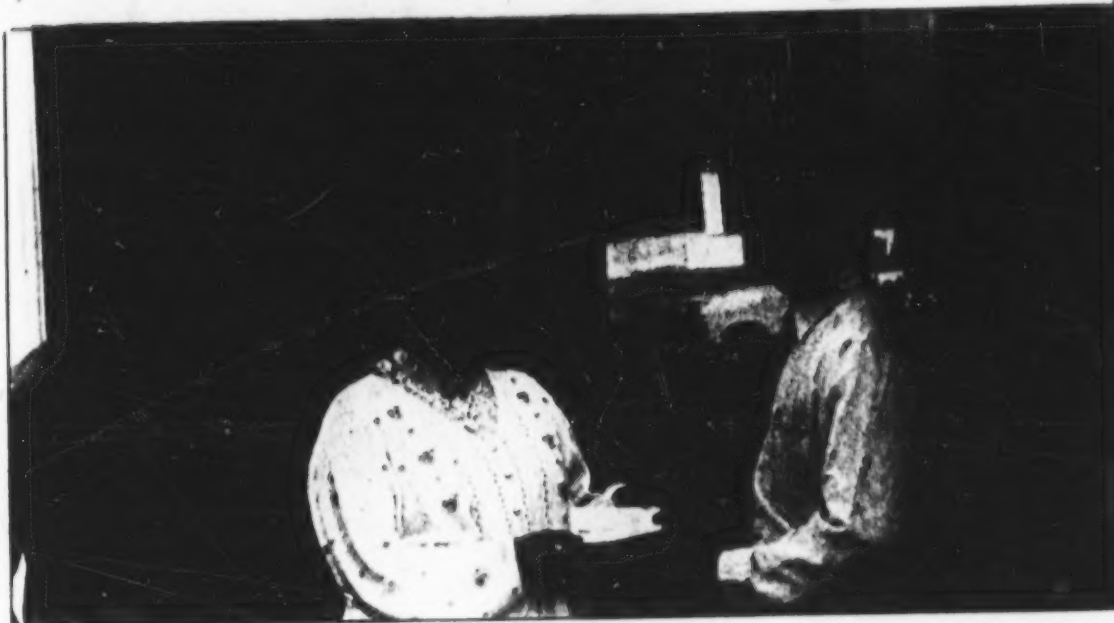
104th YEAR, NO. 118



Turn the page — "Penny the Clown" and "Dixie the Puppet Lady" were a big hit with the younger set at Darby Fun Day on Saturday. Story time on the steps of the Darby Pioneer Museum

was a great way to take and break and enjoy the shade. See related story and photos on page 5. (Ruth Thorning photo)

Community



Read this — The Bitterroot Jaycees recently presented a check for \$500 to Dixie Stark, (second from left) coordinator of the Bitterroot Chapter of Literacy Volunteers of America. The money was raised in a recent raffle. Making the presentation were group treasurer Patrick Murphy, (left) vice

president Wayne Thorning and secretary Janet Thorning. The money will go toward the \$3,000 which LVA must raise locally to match their federal grant, Stark said. All donations are gratefully accepted, she added.

Community calendar

TUESDAY

7 p.m. —

Bingo, Victor Senior Center.

Corvallis Home and School Association, Quentin Brown library.

Darby Chess Club, Darby Apartments' recreation room, 105 Hill Drive, everyone welcome, call 821-3621 for information.

Disabled American Veterans and Auxiliary, Hamilton Senior Center, 820 N. Fourth St.

Grief education, for people who have suffered a loss, sponsored by Marcus Daly Memorial Hospital Hospice of the Bitterroot, 401 W. Main St., use rear entrance.

Life Application Bible study in Colossians, call Pastor David, 961-5259.

Point Man Ministries, Christian outreach for veterans and spouses, call 363-2254 for information, Coffee Cup Restaurant, Hamilton.

Twelve Steps for Christian Living, free and open to the public, Lolo

Hall. Visitors welcome. For more information call 363-1477 or 777-2346.

Darby Silver Tops senior citizens dinner, Montana Cafe, Darby.

1:30 p.m. —

Art classes taught by Ron Hallock, Stevensville Senior Center.

2 p.m. —

Aid to Veterans, VFW Post 1507 service office in Stevi Clinic, Main Street, Stevensville, until 5 p.m., call 777-3910 or 777-2671.

4 p.m. —

Plat Committee of the Ravalli County Planning Board, meets only if there are plats for review, Ravalli County Courthouse, 205 Bedford St., Hamilton.

7 p.m. —

Bingo, Stevensville Senior Center, 412 Buck St.

Golden Age card party, visitors welcome, call for reservations, 363-2752.

Ravalli County Planning Board, special meeting to work on

Encourage children

By STEVE DUNCAN
MSU Extension Specialist

BOZEMAN—To succeed, young people must become highly literate as well as knowledgeable in a field. Yet there is evidence that many children are failing to get the skills they need to cope in our complex world. Reading is a key to this learning.

Research shows that reading is a major factor in a child's school success, and the best predictor among at-risk students of later successful adult adjustment. Yet the latest "Nation's Report Card on Reading" suggests that students read very little.

In contrast to the seven hours per day that the television is on in the average home, 82 percent of elementary school children reported not reading a single book in the preceding month.

A family's influence on literacy development begins during infancy.

9/10/93

For those who need to read - LVA cares

By DRAKE KIEWIT

Wednesday was the 27th annual "International Literacy Day" and a new study by the U.S. Department of Education states that almost half of the adults in this country are "at risk" because they lack language and math skills.

The illiteracy rate in the U.S. is estimated to be about 20 percent. The coordinator of Literacy Volunteers of America-Bitterroot, Dixie Stark, said this week has been declared "Montana Literacy Awareness Week," by Gov. Marc Racicot. "There hasn't been any comprehensive study of the literacy rate in Montana. We're holding our
See LVA, page 2

LVA

Continued from page 1

own or winning a little," said Stark.

She also announced that for the fourth time in the past six years, the local LVA program, now a collaboration between LVA and the Bitterroot Public Library, has been awarded a \$31,326 grant from the U.S. Department of Education.

The money will help train volunteer tutors, will provide books for the adult-reader collection at the library (now containing 600 books) and will go toward the purchase of materials for students. The grant also will help the program purchase a computer for student use. Stark said the grant will fund 75 percent of the project costs.

LVA Bitterroot now provides one-

to-one tutoring in basic reading and conversational English, a family literacy program for parents of young children, tutoring of nonviolent offenders in the county jail and to welfare recipients "who need to upgrade their literacy skills," according to Stark.

There currently are 20 students enrolled in the local program. They range in age from 18 to 48. "We have had students who were in their late '50s," Stark said. There are 55 volunteers on the program's volunteer list. "Not all are tutors; some help in other ways," Stark said. "The total number of students in a year continues to grow. We do a lot more short-term help but we have several students who

have been in the program for a year or more."

She said the local program is strong but admits, "We still rely from grant to grant." The Bitterroot program has gained national recognition and the national director visited the valley this summer and commented, "I don't see how you do so much with so little."

The programs shies away from workbooks and concentrates more on what the student needs, like safety manuals. "If what they are learning isn't immediately applicable to their lives, it won't be retained. It takes a ninth-grade competency level to read the antidote instructions on a bottle of lye. Some students come in with a second-grade competency level but

most are at about the fifth-grade level," Stark said. "We've had students who were told they could never read."

~~Some students just want to get a~~ job; when they get one, they quit (the program). Others see the world open up to them and they continue," Stark said.

Stark will be on the road extensively attending national and state literacy conferences in the coming months. She recently was appointed to the Montana State Adult Literacy Council and has been selected to attend the fourth annual National Adult Literacy Congress in Washington, D.C. She along with adult learner Marilou Helmen, of Ronan, will be representing the state.



Billy and Lori Jameson

Opening doors with words

By DRAKE KIEWIT

Billy Jameson was 34 years old when he decided he'd had enough. It was 1987 and he'd just found out he couldn't advance any further in his job as a maintenance man at a local sawmill. It was the final straw and as scary as it was, he went for help.

Jameson was illiterate and he turned to the local Bitterroot chapter of the Literacy Volunteers of America. "It was scary because I didn't know how people there were going to react," he recalled.

As a child growing up in Missouri he was passed over by the public education system. He said he was a bit of a troublemaker and he never finished school. After a stint in the Job Corps, he landed a job at the sawmill. For him to become a licensed boilerman at the mill, he needed to pass a test. The only test he'd passed recently was for a driver's license and that took weeks of memorization.

He'd also recently found out that to

work as a volunteer with the Darby ambulance crew, he had to have a high school diploma. After spending his young adult life sorting through a maze of jobs that required reading and writing skills, he'd finally had enough. So he turned to the LVA and was one of the program's first students, and continues working toward a GED to this day.

"It's the pits because you can't hardly fill out an application. I couldn't write at all and I could read very little. They (employers) don't want somebody who can't read or spell. Some people made fun of me because I couldn't pronounce words," Jameson said.

This year, Jameson had a story he'd written published in the Literacy Volunteers of New York City's "Spending Time Together." It is an emotional account of his daughter's eighth-grade graduation titled, "Dads Cry Too."

"It seemed weird. I was surprised it

was so emotional," said daughter Lori, who is now a senior at Darby High School. "It was special. He's come so far in such a short time."

She said both her mother and father have been diligent in their efforts to ensure their three children finish high school. Her older brother is a Darby graduate and is now in the U.S. Air Force.

As a child Lori said she "got used to" the fact that her father couldn't read. But once he obtained literacy tutoring, the youngsters did homework alongside their father. "He seems happier now. He has more self-confidence. It was depressing to see him work so hard and get nothing out of it," she said.

Billy is still with the literacy program "because I still like to read and spell and because I want to get my GED." He's come to realize that his past experiences of "a lot of jobs I can't do," is fading away.

NEW WRITERS' CHOICES

Spending Time Together

is an anthology of essays and poems by mothers and fathers who are new writers. Some pieces are also written with their children or by their children.

Parents write about the joys and struggles of raising children and creating strong bonds of love and pride within the family. They also describe traditions that enrich family life and give ideas for activities that create special times together.

The book features discussions between parents and children who exchange thoughts and ideas with which we can all identify.

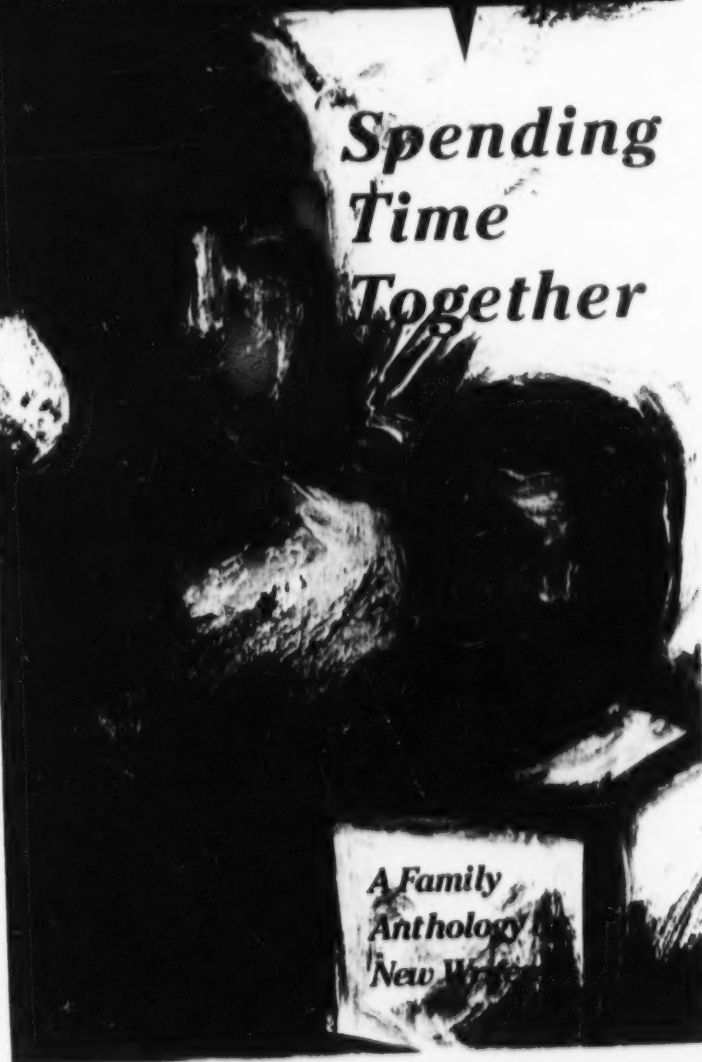


1-56853-008-0

BEST COPY AVAILABLE

SPENDING TIME TOGETHER

DEBORAH PAUL DAVIS STANLEY (PWS)



Dads Cry Too

BILLY F. JAMESON, Montana

Have you ever wondered if dads cry too? Some dads do.

My daughter graduated from eighth grade. I couldn't believe how fast she had grown. It seems like yesterday that she was a baby. Now she is growing to be a beautiful young lady.

When it was time to go to school for the ceremony, I was really upset. She came to find me and asked, "Why are you so unhappy? I thought you would be glad that I'm going to high school."

I tried not to let the tears show. "I'm not sad because of that. I'm sad because you are growing up so fast. Here you are going to high school and now you will be going out with boys. Then you will go to college or get married."

"Oh Dad," she said to me, "you know you will have to let me go some day. But just because I'm graduating doesn't mean I don't love you. You know I need to learn how to take care of myself. Don't be sad because I'm growing up. Be happy for me. You still have me for four more years,

if I don't get married first."

I looked at her and smiled while I wiped the tears from my eyes. "So I've still got you for four more years, you say, if you don't get married first. Okay, let's go and get your diploma. And by the way, young lady, these are not tears. I just got something in my eyes."